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**THE RELATIONSHIP BETWEEN WORKFORCE DIVERSITY,  
EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE AMONG  
SENIOR HIGH SCHOOL TEACHERS**

By

**XINGJING**



**UUM**  
Universiti Utara Malaysia

Thesis Submitted to  
School of Business Management,  
Universiti Utara Malaysia,  
in Partial Fulfillment of the Requirement for the Master of Science  
(Management)

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(Signature)

Pemeriksa Luar  
(External Examiner)

: **Dr. Umami Naiemah Saraih**

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: **Dr. Hanissah Bt. A. Razak**

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(Signature)

Tarikh: **21 September 2020**  
(Date)



Nama Nama Pelajar : Xing Jing  
(Name of Student)

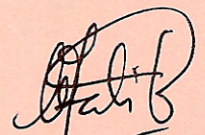
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Program Pengajian : Master of Science (Management)  
(Programme of Study)

Nama Penyelia/Penyelia- : Dr. Siti Noratishah Bt. Mohd Nafi  
penyelia  
(Name of  
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## ABSTRACT

Educational environment around the world has been through various reforms and transformation, influencing teachers' job performance. Nowadays, as teachers' role becomes more demanding, it is challenging to forecast and measure teachers' job performance accurately. The emerging concept of workforce diversity and emotional intelligence have gained much popularity as means to predict job performance. Unfortunately, previous researches have shown that there is a lack of attention given to these two constructs and its association with job performance especially in the context of China educational setting. As such, this study addresses the gap by investigating the relationship between the workforce diversity (age diversity, gender diversity and educational background diversity) and emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skill) and teachers' job performance in public senior high schools of Fuyang, China. Using the quantitative inquiry, the survey method employed had collected a total of 314 valid responses from the target place. They were selected using the stratified random sampling technique. This study used Statistical Package for the Social Sciences (SPSS) to validate the developed hypotheses. The study revealed that educational background diversity, self-awareness, self-regulation and social skill are positively correlated with teachers' job performance and highlighted that for effective job performance of teachers, these four aspects need to be improved. Finally, the implications and suggestions for future research were put forward.

**Keywords:** Job performance, workforce diversity, emotional intelligence, senior high school teachers, Fuyang



## ABSTRAK

Persekitaran pendidikan di seluruh dunia telah melalui pelbagai reformasi dan transformasi, mempengaruhi prestasi kerja guru. Kini, peranan guru semakin mendesak, dan ianya sukar untuk meramal dan mengukur prestasi kerja guru dengan tepat. Kemunculan konsep kepelbagaian tenaga kerja dan kecerdasan emosi telah mendapat banyak populariti sebagai kaedah untuk meramal prestasi kerja. Namun, kajian lepas menunjukkan bahawa perhatian kurang diberikan kepada kedua-dua konstruk ini dan perkaitannya dengan prestasi kerja terutamanya dalam konteks persekitaran pendidikan di China. Oleh demikian, kajian ini merapatkan jurang dengan menyiasat hubungan antara kepelbagaian tenaga kerja (kepelbagaian umur, kepelbagaian jantina dan kepelbagaian latar belakang pendidikan) dan kecerdasan emosi (kesedaran diri, pengaturan diri, motivasi, empati dan kemahiran sosial) dan prestasi kerja guru-guru di sekolah menengah Fuyang, China. Dengan menggunakan kaedah kuantitatif, pendekatan tinjauan yang digunakan telah mengumpulkan sejumlah 314 maklum balas yang sah daripada tempat sasaran. Mereka telah dipilih menggunakan teknik persampelan rawak berstrata. Kajian ini menggunakan *Statistical Package for the Social Sciences* (SPSS) untuk mengesahkan hipotesis yang dibangunkan. Kajian mendedahkan bahawa kepelbagaian latar belakang pendidikan, kesedaran diri, pengaturan diri dan kemahiran sosial mempunyai korelasi yang positif dengan prestasi kerja guru dan menekankan bahawa untuk menghasilkan prestasi kerja guru yang berkesan, keempat-empat aspek tersebut perlu dipertingkatkan. Akhir sekali, implikasi dan cadangan untuk kajian pada masa akan datang dikemukakan.

**Kata kunci:** Prestasi kerja, kepelbagaian tenaga kerja, kecerdasan emosi, guru sekolah menengah, Fuyang

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## LIST OF ABBREVIATIONS

1. NEA (National Education Association America)
2. MEC (Ministry of Education of China)
3. OECD (Organization for Economic Cooperation and Development)
4. CNKI (China National Knowledge Infrastructure)
5. EI (Emotional intelligence)
6. UAE (United Arab Emirates)
7. WHO (World Health Organization)
8. SCT (Social Categorization Theory)
9. IV (Independent Variable)
10. DV (Dependent Variable)
11. ILO (International Labor Organization)
12. CEO (Chief Executive Officer)
13. UUM (Universiti Utara Malaysia)
14. OYAGSB (Othman Yeop Abdullah Graduate School of Business)
15. SPSS (Statistical Package for the Social Sciences)
16. KMO (Kaiser-Meyer-Olkin)
17. ANOVA (Analysis of Variance)
18. EFA (Exploratory Factor Analysis)
19. VIF (Variance Inflation Factor)



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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of Study

Job performance (JP) has always been a major challenge for organizational management (Lee & Wu, 2011) and how to make employees achieve higher performance is of great concern as well since every organization aims to pursue higher performance (Kinicki & Kreitner, 2007). As noted by Liao, Lu, Huang and Chiang (2012), JP as a reference for rewards, promotion, layoffs and punishments and salary changes and the focal outcome in the workplace.

For organizations, JP is considered an important behaviour as it has the capacity to influence organizational profit, effectiveness and survival. It is to identify whether employees perform their job duties and responsibilities as effectively as the organization expects them to (Absar, Azim, Balasundaram, & Akhter, 2010). It is how well the employee fulfils the requirements promptly related to the job and organizational profit (Durga, 2017). For individuals, showing high performance on their job results in many benefits at the individual and organization levels. A high JP refers to employees effectively perform job-associated operations with required skills and knowledge (Anwar, Xiao, Fiaz, Ikram, & Younas, 2017) and helps the organization weed out low-productive employees, enabling employees with matched job task and facilitate the organization to grow up (Gaille, 2015). Education systems

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## APPENDIX A: Approval Letter for Data Collection



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS  
Universiti Utara Malaysia  
06010 UUM SINTOK  
KEDAH DARUL AMAN  
MALAYSIA



Tel.: 604-928 7101/7113/7130  
Faks (Fax): 604-928 7160  
Laman Web (Web): [www.oyagsb.uum.edu.my](http://www.oyagsb.uum.edu.my)

UUM/OYAGSB/R-4/4/1  
22 December 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

### LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that **XING JING (Matric No: 823850)** is a student of Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia pursuing his Doctor of Master of Science Management by Research. He is conducting a research entitled **"Relationship Between Workforce Diversity, emotional Intelligence and Teachers' Job Performance in Public Senior High Schools of Fuyong City"** under the supervision of Dr. Siti Noratishah Binti Mohd Nafi and Dr. Norzalila Binti Jamaludin.

In this regard, we hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"SERVING THE NATION"

"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"

"KNOWLEDGE VIRTUE SERVICE"

Yours faithfully

ROZITA BINTI RAMLI

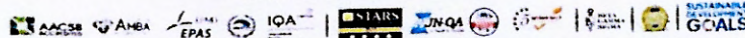
Assistant Registrar

for Dean

Othman Yeop Abdullah Graduate School of Business

c.c - Supervisor  
- Student's File (823850)

Universiti Pengurusan Terkemuka  
The Eminent Management University





## APPENDIX B

### Questionnaire (English Version)



Dear respondents,

**Thank you for agreeing to participate in this research.**

I am an International student (Matric No.: 823850) from Universiti Utara Malaysia (UUM) currently pursuing Master of Science (Management) degree. As part of my research paper, I am required to conduct a research.

The title of my research is “The Relationship Between Workforce Diversity, Emotional Intelligence and Job Performance in Senior High School Teachers”.

There is no right and wrong answer to these questions. All information given by the respondents will be held with **high confidentiality** and for **research purpose only**. I sincerely appreciate your active participation and genuine response. If you have any doubt, kindly contact me at:

HP: (86+)18133199685; E-mail: [simonxing021@163.com](mailto:simonxing021@163.com).

Best regards,

Xing Jing

### Section A: Demographic Information

Please choose your answer by placing a (✓) on the relevant answers provided. The following questions will be used only in determining our sample demographics.

1. Gender:

☐ Male

☐ Female

2. Age Category:

☐ 18-25 years old

☐ 26-35 years old

☐ 36-45 years old

☐ 46 years and above

3. Marital status:

☐ Single

☐ Married

☐ Others

4. Educational Level:

☐ Degree

☐ Master

☐ PhD

5. Total Work Experience:

☐ < 2 years

☐ 2-5 years

☐ 6-10 years

☐ More than 10 years

## Section B: Independent Variables

Based on your understandings, please tick (✓) the most appropriate description with the scale below 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

### Gender Diversity Measurements

No.	ITEMS	SD	D	N	A	SA
1	There is a proper mix of male and female employees in this organization.	1	2	3	4	5
2	Fair treatment is given to all employees, whether they are male or female.	1	2	3	4	5
3	I feel comfortable working with the opposite gender.	1	2	3	4	5
4	Working with opposite gender helps me increase my performance.	1	2	3	4	5
5	The organization's training and development program is developed to meet the criteria/requirement of the male and female gender.	1	2	3	4	5
6	Gender diverse teams showed better problem solving and decision-making skills than gender homogeneous teams.	1	2	3	4	5
7	I am positive about gender diversity in this workplace.	1	2	3	4	5

### Age Diversity Measurements

8	Regardless of age, the organization provides me with equal opportunities for training and career development.	1	2	3	4	5
9	My team leaders include all members at different ages in problem solving and decision making.	1	2	3	4	5
10	The age differences in work group don't cause conflict.	1	2	3	4	5
11	At work, I experience close bonding with people of different age group.	1	2	3	4	5
12	I am positive about age diversity in this workplace.	1	2	3	4	5

### Educational Background Diversity Measurements



		1	2	3	4	5
	16 Working with employees with different educational background helps me increase my performance.	1	2	3	4	5
13	There are employees with different educational background in the organization.	1	2	3	4	5
14	Opportunities for growth and advancement exist for employees who have lower qualification in education.	1	2	3	4	5
15	The differences in education background do not encourage conflict.	1	2	3	4	5
16	Working with employees with different educational background helps me increase my performance.	1	2	3	4	5
17	The team leader includes all members at different education level in problem solving and decision making.	1	2	3	4	5
18	The organization gives equal treatment when it comes to the diversity of education background.	1	2	3	4	5



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### Section C: Independent Variables

Based on your understandings, please tick (✓) the most appropriate description with the scale below 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

#### Emotion Intelligence (Self awareness) Measurements

No.	ITEMS	SD	D	N	A	SA
19	Identify changes in psychological arousal.	1	2	3	4	5
20	Associate different physical cues with different emotions.	1	2	3	4	5
21	Know when you 'self-talk' in instruction.	1	2	3	4	5
22	Identify what information influences your interpretations.	1	2	3	4	5
23	Identify when you experience mood shifts.	1	2	3	4	5

#### Emotion Intelligence (Self regulation) Measurements

24	Act productively when angry.	1	2	3	4	5
25	Act productively in situations that arouse anxiety.	1	2	3	4	5
26	Calm yourself quickly when angry.	1	2	3	4	5
27	Stay calm when you are the target of anger from others.	1	2	3	4	5
28	Use internal talk to affect your emotional states.	1	2	3	4	5

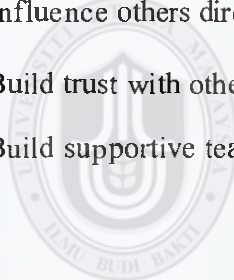
#### Emotion Intelligence (Motivation) Measurements

29	Regroup quickly when setbacks.	1	2	3	4	5
30	Stop or change ineffective habits.	1	2	3	4	5
31	Develop new and more productive patterns of behavior.	1	2	3	4	5
32	Produce high energy when doing uninteresting work.	1	2	3	4	5
33	Gear up at will.	1	2	3	4	5

### Emotion Intelligence (Empathy) Measurements

34	Mediate conflicts between others.	1	2	3	4	5	
35	Accurately reflect people's feelings back to them.	1	2	3	4	5	
36	Help others manage their emotions.	1	2	3	4	5	
37	Help a group manage emotions.	1	2	3	4	5	
38	Recognize when others are distressed.	1	2	3	4	5	
<b>Emotion Intelligence (Social skill) Measurements</b>							

39	Develop consensus with others.	1	2	3	4	5
40	Exhibit effective interpersonal communication skill.	1	2	3	4	5
41	Articulate the thought of a group.	1	2	3	4	5
42	Influence others directly and indirectly.	1	2	3	4	5
43	Build trust with others.	1	2	3	4	5
44	Build supportive teams.	1	2	3	4	5



Universiti Utara Malaysia



**Section D: Dependent Variables**

Based on your dispositions, please tick (✓) the most appropriate description with the scale below 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

**Self-perceived Job Performance Measurements**

No.	ITEMS	SD	D	N	A	SA
45	Fulfill the targets assigned to me.	1	2	3	4	5
46	Achieve the completeness of work outcomes and finish work in order.	1	2	3	4	5
47	Produce work and perform duties in the specified duration of time.	1	2	3	4	5
48	Meet the needs of stakeholders or students.	1	2	3	4	5
49	Possess the knowledge and skills to produce works that comprising ability to identify, analysis and solve problems.	1	2	3	4	5
50	Communicate meaning, opinion, comprehension or instruction in oral and written that related to duties comprising language proficiency including written and oral using good presentation and vocabulary.	1	2	3	4	5
51	Organize all controlled resources such as finance, human resources, equipment and information for planning, arrange, allocate and handle a duty to achieve organizational objective.	1	2	3	4	5
52	Forecast, create and produce new ideas and make new innovative changes to increase the organizational quality and productivity.	1	2	3	4	5

----- Thank you for taking time to complete this survey -----

## APPENDIX B

### Questionnaire (Chinese Version)



致参与者：

感谢您同意参与本次调查。

我是一名现就读于马来西亚北方大学(UUM)，攻读理学硕士(管理学)学位的留学生（学号：823850）。作为我研究论文的一部分，需要进行此项研究调查。

我研究论文的题目是“公立高中教师的劳动力多样化、情商与工作绩效的关系”。

这些问题的回答没有对错之分。参加者所提供的信息将会完全保密，并只作学术用途。真诚感谢您的配合参与。如有疑问，请随时与邢警联系。

手机：(86+)18855096487； 邮件：simonxing021@163.com。

此致敬礼

邢警

☐ 男

☐ 女

### A 部分: 个人统计信息

请在提供的相关答案上打(√)。以下问题将仅用于确定我们的样本人口统计资料。

☐ 30-45 岁

☐ 46 岁以上

3. 婚姻状态:

☐ 女

☐ 单身

☐ 已婚

2. 年龄: 其他

☐ 18-25 岁

☐ 26-35 岁

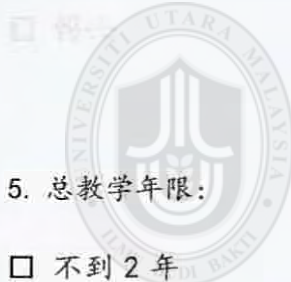
☐ 36-45 岁

☐ 46 岁以上

4. 受教育水平:

☐ 本科

☐ 硕士



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5. 总教学年限:

☐ 不到 2 年

☐ 2 到 5 年

☐ 本科

☐ 博士

☐ 6 到 10 年

☐ 大于 10 年



## B 部分：自变量

根据您的理解，请在最合适的描述上打√，分值如下：1=非常不同意，2=不同意，3=中立，4=同意，5=非常同意。

### 性别多样性量表

序号	条目	非常不同意	不同意	中立	同意	非常同意
GD1	组织中男女雇员比例适当。	1	2	3	4	5
GD2	公平对待所有员工，不论男女。	1	2	3	4	5
GD3	我觉得和异性一起工作很舒适。	1	2	3	4	5
GD4	和异性一起工作帮助我提高我的表现。	1	2	3	4	5
GD5	组织的培训和发展的计划是为了满足男性和女性的标准/要求制定的。	1	2	3	4	5
GD6	性别多样化的团队比性别同质的团队表现出更好的解决问题与决策的技能。	1	2	3	4	5
GD7	我对本工作场所的性别多样性持积极态度。	1	2	3	4	5

### 年龄多样性量表

AG1	无论年龄大小，公司都为我提供平等的培训和职业发展机会。	1	2	3	4	5
AG2	在解决问题和做决定时，我的团队领导包含了不同年龄的成员。	1	2	3	4	5
AG3	工作群体的年龄差异不会导致冲突。	1	2	3	4	5
AG4	在工作中，我体验到与不同年龄段的人之间联系紧密。	1	2	3	4	5
AG5	我对本工作场所的年龄多样性持积极态度。	1	2	3	4	5

### 教育背景多样性量表

ED1	组织里有不同教育背景的员工。	1	2	3	4	5
ED2	学历较低的员工有成长和晋升的机会。	1	2	3	4	5

ED2	当遇到教育背景不同的员工时，本组织给予平等的待遇。	1	2	3	4	5
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ED3	教育背景的不同没有促成冲突。	1	2	3	4	5
ED4	与不同教育背景的员工一起工作有助于提高我的表现。	1	2	3	4	5
ED5	在解决问题和决策方面，团队领导包括不同教育程度的成员。	1	2	3	4	5
ED6	当谈到教育背景的多样性时，本组织给予平等的待遇。	1	2	3	4	5



### C 部分：自变量

根据您的理解，请在最合适的描述上打√，分值如下：1=非常不同意，2=不同意，3=中立，4=同意，5=非常同意。

#### 情绪智力（自我意识）量表

序号	条目	非常不同意	不同意	中立	同意	非常同意
SA1	识别心理上的变化。	1	2	3	4	5
SA2	能将不同的身体暗示与不同的情绪联系起来。	1	2	3	4	5
SA3	知道何时在教学中“自言自语”。	1	2	3	4	5
SA4	能识别哪些信息会影响你的理解。	1	2	3	4	5
SA5	能识别情绪上的变化。	1	2	3	4	5

#### 情绪智力（自我调节）量表

SR1	生气时表现仍有成效。	1	2	3	4	5
SR2	在焦虑的情况下表现仍有成效。	1	2	3	4	5
SR3	生气时能快速冷静下来。	1	2	3	4	5
SR4	当你成为别人愤怒的目标时，能保持冷静。	1	2	3	4	5
SR5	能利用内心的对话来影响自身的情绪状态。	1	2	3	4	5

#### 情绪智力（动机）量表

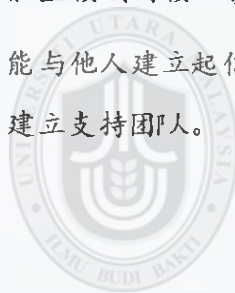
MO1	遇到挫折时能快速重振旗鼓。	1	2	3	4	5
MO2	能停止或改变无功用的习惯。	1	2	3	4	5
MO3	能产生新的且更有效的行为模式。	1	2	3	4	5
MO4	做无趣的工作时，仍能精神饱满。	1	2	3	4	5
MO5	能随时进入状态。	1	2	3	4	5



情绪智力(共情)量表						
EM1	能调解他人之间的冲突。	1	2	3	4	5
EM2	能准确地反映出对方的感受。	1	2	3	4	5
EM3	能帮助他人管理其情绪。	1	2	3	4	5
EM4	能帮助团队管理组织情绪。	1	2	3	4	5
EM5	能察觉到他人情绪低落。	1	2	3	4	5

情绪智力(社交技能)量表

SK1	能与他人建立共识。	1	2	3	4	5
SK2	具备有效的人际沟通技巧。	1	2	3	4	5
SK3	能清晰地表达群体的思想。	1	2	3	4	5
SK4	能直接或间接地影响他人。	1	2	3	4	5
SK5	能与他人建立起信任。	1	2	3	4	5
SK6	建立支持团队。	1	2	3	4	5



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# D 部分：因变量

根据您的理解，请在最合适的描述上打√，分值如下：1=非常不同意，2=不同意，3=中立，4=同意，5=非常同意。

## 自我感知员工绩效量表

序号	条目	非常不同意	不同意	中立	同意	非常同意
JP1	能完成分配给我的任务。	1	2	3	4	5
JP2	有序地完成工作。	1	2	3	4	5
JP3	能在规定的时间内完成工作并履行职责。	1	2	3	4	5
JP4	满足利益相关者或学生的需求。	1	2	3	4	5
JP5	具备发现问题、分析问题和解决问题的能力。	1	2	3	4	5
JP6	用口头和书面的方式表达意思、观点、理解或指导，包括良好的口头和书面表达能力和词汇量。	1	2	3	4	5
JP7	组织所有受控资源如财务、人力资源、设备和信息进行计划、安排、分配和处理，以实现组织目标。	1	2	3	4	5
JP8	预测，创造和产生新的想法，做出创新变化，以提高组织的质量和生产力。	1	2	3	4	5

感谢您花时间完成这项调查

## APPENDIXC

**Krejcie and Morgan Sample Size Table**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note. *N* is population size.  
*S* is sample size.



## Appendix D: China Educational Statistic

中华人民共和国教育部  
Ministry of Education of the People's Republic of China

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Q

### 普通高中专任教师专业技术职务、年龄结构情况

Number of Full-time Teachers in Regular Senior Secondary Schools by Professional Rank and Age

单位:人

unit: person

	合计 Total	其中: 女 of Which: Female	24岁及以下 24 and Under	25-29岁 25 to 29	30-34岁 30 to 34	35-39岁 35 to 39	40-44岁 40 to 44	45-49岁 45 to 49	50-54岁 50 to 54	55-59岁 55 to 59	60岁及以上 60 and Over
总计 Total	1812584	976982	72413	250749	298631	387773	283139	246702	205236	65186	2755
其中: 女 of Which: Female	976982	—	53188	175971	193067	221353	141674	108920	76112	6210	487
少数民族 Minorities	155443	87341	8051	29905	28730	28294	21821	19321	15114	4112	95

中华人民共和国教育部  
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Q

### 普通高中分课程专任教师学历情况

Number of Full-time Teachers in Regular Senior Secondary Schools by Subject Taught & Academic Qualifications

	合计 Total	其中: 女 of Which: Female	英语 English	语文 Chinese	数学 Mathematics	外语 Foreign Languages				物理 Physics	化学 Chemistry	生物 Biology	地理 Geography	历史 History	信息技术 Information Technology	通用技术 General Technology	体育与健康 Physical Training and Health	艺术 Art	音乐 Music	美术 Fine Arts	综合实践 Composite Practice	其他 Others	当年未考 No Test
			Total	English	Japanese	Russian																	Lost
总计 Total	1812584	976982	112368	277330	174286	247977	246382	910	595	154128	155914	118717	101072	106172	42215	13848	56796	3035	32497	95954	2943	13677	
其中: 女 of Which: Female	976982	—	63687	174128	121120	204139	202125	785	486	51736	79139	72145	52151	56184	20120	4214	17887	1730	12682	17356	1219	8475	
少数民族 Minorities	155443	87341	10482	24673	21385	19931	19455	185	42	12589	12165	10242	8792	9214	3695	1088	7117	264	3149	2685	196	3806	
研究生毕业 Graduate	177940	120051	12376	26970	24580	28445	20957	219	110	12362	16458	16552	9770	12084	3015	749	4679	184	1832	2053	157	1811	
本科毕业 Undergraduate	1465873	847444	98137	246454	246212	235486	235440	874	478	140168	134239	102070	89606	91874	38254	11881	79490	1724	30145	91579	2605	10926	
专科毕业 Associate Bachelor	202129	9320	1576	3844	3586	30123	2942	17	7	2181	1954	1208	1410	1393	630	424	2157	126	816	912	193	887	
高中肄业 High School Graduate	489	154	19	79	30	21	21	0	0	17	12	6	17	11	16	12	69	1	16	10	0	67	
高中肄业以下 Below High School Graduate	20	8	1	3	0	2	2	0	0	1	1	0	1	0	0	0	0	0	0	0	0	6	

Source: MOE, China Educational Statistic (2018).

## Appendix E: Factor Analysis Result

	Communalities	
	Initial	Extraction
GD1	1.000	.852
GD2	1.000	.770
GD3	1.000	.799
GD4	1.000	.855
GD5	1.000	.737
GD6	1.000	.749
GD7	1.000	.860
AG1	1.000	.784
AG2	1.000	.855
AG3	1.000	.777
AG4	1.000	.832
AG5	1.000	.883
ED1	1.000	.861
ED2	1.000	.793
ED3	1.000	.821
ED4	1.000	.686
ED5	1.000	.813
ED6	1.000	.818
SA1	1.000	.865
SA2	1.000	.833
SA3	1.000	.838
SA4	1.000	.791
SA5	1.000	.834
SR1	1.000	.826
SR2	1.000	.892
SR3	1.000	.864
SR4	1.000	.827
SR5	1.000	.794
MO1	1.000	.835
MO2	1.000	.876
MO3	1.000	.861
MO4	1.000	.802
MO5	1.000	.754
EM1	1.000	.754
EM2	1.000	.821
EM3	1.000	.863
EM4	1.000	.827
EM5	1.000	.894

SK1	1.000	.859
SK2	1.000	.865
SK3	1.000	.781
SK4	1.000	.782
SK5	1.000	.847
SK6	1.000	.812
JP1	1.000	.803
JP2	1.000	.863
JP3	1.000	.829
JP4	1.000	.810
JP5	1.000	.850
JP6	1.000	.810
JP7	1.000	.792
JP8	1.000	.784

Extraction Method: Principal Component Analysis.

## APPENDIX F: Correlation Analysis

		Correlations								
		GD	AG	ED	SA	SR	MO	EM	SK	JP
GD	Pearson Correlation	1	.753 **	.745 **	.871 **	.720 **	.816 **	.805 **	.848 **	.700 **
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N	314	314	314	314	314	314	314	314	314
AG	Pearson Correlation	.753 **	1	.877 **	.776 **	.802 **	.723 **	.833 **	.860 **	.724 **
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	N	314	314	314	314	314	314	314	314	314
ED	Pearson Correlation	.745 **	.877 **	1	.873 **	.779 **	.848 **	.789 **	.841 **	.726 **
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
	N	314	314	314	314	314	314	314	314	314
SA	Pearson Correlation	.871 **	.876 **	.873 **	1	.802 **	.886 **	.834 **	.875 **	.847 **
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	N	314	314	314	314	314	314	314	314	314



SR	Pearson Correlation	.720**	.802**	.779**	.802**	1	.827**	.809**	.795**	.785**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	N	314	314	314	314	314	314	314	314	314
MO	Pearson Correlation	.816**	.823**	.848**	.886**	.827**	1	.858**	.862**	.822**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	N	314	314	314	314	314	314	314	314	314
EM	Pearson Correlation	.805**	.833**	.789**	.834**	.809**	.858**	1	.868**	.808**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	314	314	314	314	314	314	314	314	314
SK	Pearson Correlation	.848**	.860**	.841**	.875**	.795**	.862**	.868**	1	.857**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	314	314	314	314	314	314	314	314	314
JP	Pearson Correlation	.800**	.824**	.826**	.847**	.785**	.822**	.808**	.857**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	314	314	314	314	314	314	314	314	314

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## APPENDIX G: Result of Regression Analysis

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	SK, SR, GD, ED, EM, MO, AG, SA <sup>b</sup>		Enter

a. Dependent Variable: jp

b. All requested variables entered.

Model	Standardized Coefficients	t	Sig.	Collinearity Statistics	
				Tolerance	VIF
(Constant)		7.400	.000		
gd	.035	.579	.563	.181	5.523
ag	.047	.697	.486	.145	6.897
ed	.158	2.441	.015	.161	6.211
sa	.181	2.440	.015	.122	8.183
sr	.129	2.481	.014	.249	4.021
mo	.030	.442	.659	.143	6.987
em	.063	1.032	.303	.178	5.634
sk	.312	4.623	.000	.147	6.788



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